



Washington State Early Learning Communications Toolkit May 2010



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ABOUT THIS TOOLKIT

The Washington State Early Learning Communications Toolkit was created by the Early Learning Communications Roundtable, a group of 17 early learning organizations and key partners in Washington state working together to promote public awareness about the importance of early learning – the learning, growth and development of children from birth through age five.

We created this toolkit for three main reasons:

1. To help better align the messaging and communications of organizations in Washington state that work to improve early learning
2. To condense all of the national research on how to effectively communicate about early learning into a readable and usable format
3. To help YOU! We're all working hard for children and families, and we're all stretched thin, wearing many hats. We hope this makes your job a little easier and makes it possible for more people to help move early learning forward in our state.



The primary audiences for this toolkit are elected officials (and staff), business and community leaders, and school leaders (school board, superintendents and elementary principals).

Early Learning Communications Roundtable Member Organizations:

- Child Care Resources (King County)
- Children's Alliance
- Children's Home Society
- Council for Children & Families
- First 5 FUNDamentals of Pierce County
- Foundation for Early Learning
- League of Education Voters
- MomsRising
- Office of Superintendent of Public Instruction
- Ready by Five (Yakima)
- South Sound Born Learning and United Way of Thurston County
- Thrive by Five Washington
- United Way of King County
- United Ways of Washington
- Washington State Child Care Resource & Referral Network
- Washington State Department of Early Learning
- White Center Early Learning Initiative

USING THE TOOLKIT

Early learning is one of the most important issues facing our state – and country – today. Over the past decade, interest in and knowledge about the brain development of babies and young children have grown considerably—and not just among researchers. Policymakers, child care providers, parents and even the general public are more aware than ever that the first five years of a child’s life have a significant impact on their ability to succeed in school and life.

So how do we share the message about the importance of focusing on our state’s youngest learners? What can we say that will spur both changes in public policy and parent behavior?

This toolkit brings together information and tools for you to make a case for the importance of the first years of life. Whether it’s talking to your neighbor, a policy maker, a reporter, or a local business leader, this toolkit has the information you need to talk about why children are a smart investment for our state. (Additional toolkits will be added over time to provide messages and materials specifically for families, child care providers, etc.)

The toolkit is organized by first offering some key messages you can share in communicating about early learning. Second, the toolkit offers facts and figures about what the latest research reveals about child development. Finally, the toolkit includes tips and tools for you to use when talking about early learning.

Please take as little or as much as you need from the tips, tools and information included in this toolkit. And let us know if you have suggestions for how we can make the toolkit better and stronger. Together, we can make sure everyone in Washington is aware of the importance of early learning!

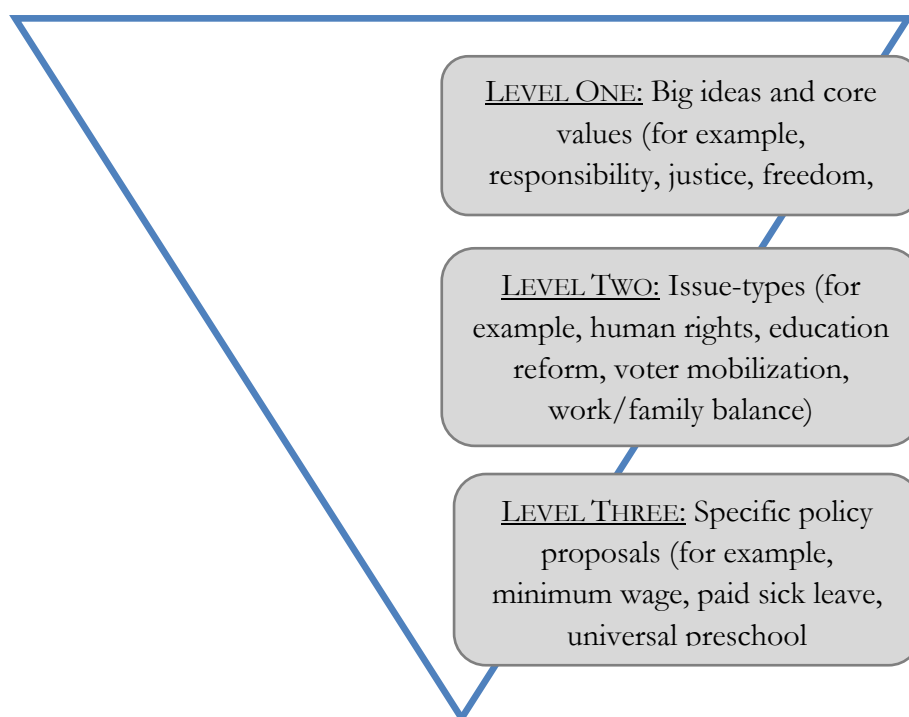
Thank you for being a strong partner for children!

Early Learning Communications Roundtable



KEY MESSAGES

When talking to people about early learning, it's important to be aware of the “level” at which they are in thinking about the issue. According to the Frame Works Institute, there are three levels at which people think about issues:

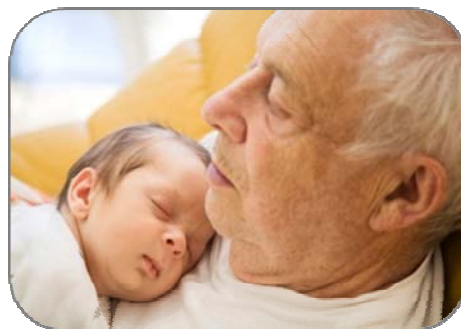


Most people are at Level One! This means most people engage with an issue at its very basic level – broad ideas and core values – and often stay there. Only a small group of people will actually respond to information shared at the more detailed Level Three. Remember this. When talking about early learning, keep it simple! Deliver clear, compelling key messages.

Here's how ...

MESSAGE 1—LEARNING BEGINS AT BIRTH.

The first years of a child’s life are incredibly important. Babies and toddlers aren’t just cute—they are growing and developing at an astonishing rate. About 85 percent of the human brain develops in the first three years of life. That means that young children are forming the “wiring” needed to think, communicate, move and form attachments with those around them. Children who have nurturing, healthy and supportive experiences in their early years are much better prepared to succeed in school and life.



MESSAGE 2—PARENTS ARE THEIR CHILDREN’S FIRST AND MOST IMPORTANT TEACHERS.

Parenting isn’t always easy. We need to support parents in healthy child development. That means offering easily accessible information and resources so parents can help their children thrive.

MESSAGE 3—THERE ARE ABOUT 2,000 DAYS FROM WHEN A CHILD IS BORN TO WHEN SHE STARTS KINDERGARTEN. EVERY DAY MATTERS.

Kids gather the building blocks for school readiness long before they enter the kindergarten classroom. From birth, they need to be read and talked to, cuddled and hugged. They need access to healthy food and medical care. They need places to run, jump and use their imaginations.

Today’s reality is that many parents work outside the home. About half of children younger than age 6 in Washington spend some time with caregivers outside their family home each week (*WA State Dept. of Early Learning Parent Needs Assessment, 2008*). We need to ensure that no matter where a child is and who is caring for him, that he has the kind of high-quality early learning opportunities that will help him thrive in school and life.

MESSAGE 4—EARLY LEARNING IS A SMART INVESTMENT.

Not only is investing in early learning the right thing to do, it’s the smart thing to do. Research shows that for every dollar invested in *high-quality* preschool programs, we can see at least \$7 saved in future costs related to social services, remedial education, public safety and juvenile justice. Pay now, or pay more later.

MESSAGE 5—SCHOOL READINESS IS A SHARED RESPONSIBILITY.

Every year, about 70,000 children in Washington start kindergarten, and they need the best start possible. It’s not just up to those 5-year-olds to be ready for school. Schools, communities and systems need to be ready to support children, too! That means families, elementary school teachers, and all of the people working with and taking care of young children need to work together to ensure they know children’s strengths and needs, and offer supportive and culturally relevant education experiences.

WHAT DOES IT MEAN TO BE “SCHOOL READY”?

Each year, about 70,000 children in Washington state enter kindergarten. It's a big step and an exciting time for children and families. But what does it mean to say that a child is ready for school?

Child development experts generally believe children are "ready" for school when they have specific skills and information that will help them succeed. They ...



- are excited about learning
- able to work with others
- able to manage their emotions and behavior
- are familiar with books, letters, sounds, shapes, colors and numbers
- take care of their personal needs, such as putting on a coat or going to the bathroom
- follow simple directions
- stay focused on an activity for 15 minutes or more
- do large and small muscle activities, such as cut with scissors or ride a tricycle/bicycle

But school readiness is about much more than whether an individual child is ready. Many people play a role in ensuring children enter kindergarten ready to be successful!

In Washington state, the kindergarten readiness equation is:

**Ready children + Ready schools + Ready parents and families + Ready communities
= SUCCESS**

And we're working together to support families, parents, schools and communities in helping children succeed on the first day of school and every day beyond.

WHAT RESEARCH TELLS US ABOUT EARLY LEARNING:

FAST FACTS

BRAIN RESEARCH

- Healthy child development is not nature or nurture—it's both. Brain development depends upon the genes a baby is born with and the kinds of experiences a young child has.
- The human brain develops faster in the first years of life than at any other time. About 85 percent of brain development happens in the first three years. (*Report from Voices for America's Children and the Child and Family Policy Center, 2004*)



KINDERGARTEN READINESS

- Every year, about 70,000 children in Washington start kindergarten. A 2005 survey of kindergarten teachers in our state showed that only 44 percent of children start school with the skills they need to be successful. Children from low-income families are even less prepared. (*Student Readiness for Kindergarten: A Survey of Kindergarten Teachers in Washington State, Office of Supt. of Public Instruction, 2005 – This survey has not been updated.*)
- Children who start school behind have a hard time catching up. Children who can't read on grade-level in third grade are less likely to graduate high school. (*Promoting Effective Early Learning: What Every Policymaker and Educator Should Know, National Center for Children in Poverty, 2007*)

WHAT PARENTS WANT AND NEED

- 80% of Washington parents say they'd like more information about family-friendly community activities, followed by ways to support children's early reading skills (69%), ways to help children start kindergarten ready (67%), and ways to help children manage emotions (63%). (*WA State Dept. of Early Learning Parent Needs Assessment, 2008*)
- Washington parents' most trusted sources of child development information include health care providers (71%), child care providers (53%), family or friends (43%), and faith-based community (40%). (*WA State Dept. of Early Learning Parent Needs Assessment, 2008*)

WHAT THE PUBLIC BELIEVES

- 75% of Washington voters strongly agree that the first five years of a child's life have a significant impact on their ability to succeed in school and life. (*Thrive by Five Washington Voter Poll, 2009*)
- Business leaders in our state believe communities have a responsibility to support families in getting children school-ready, and they are willing to take action to support early learning. (*United Ways of Washington Report on Opinion Research, 2008*)

FUNDING

- While 85 percent of the brain's hardwiring is built by age 3, only 5 percent of public investments in children occur during these years (*The RAND Corporation, 2008*)

WHERE ARE THE KIDS?

- 50% of children ages birth to 6 are in parent and guardian care. Of the remaining 50%, 30% are in center-based child care or a preschool program; 15% are in family, friend, neighbor or nanny care; and 5% are in a family home child care program. (*WA State Dept. of Early Learning Parent Needs Assessment, 2008*)

COMMUNICATION TIPS AND TOOLS

So, how can you help communicate the importance of early learning using the messages and research in this toolkit?

Improving the early learning opportunities for children in your community is a difficult task to take on alone. This is why engaging the public, organizing community members and building partnerships is so important to being effective in your early learning communications efforts. Here are some simple tips on how you can communicate with organizations, media and community members to help get the message out.



COMMUNITY ORGANIZING

Behind any successful community-driven effort are people who share a common interest and who are mobilized to take action. From sports fans to legislative advocates, people are successful when they come together around a topic they care about. By following a few simple steps, you, too, can become a community organizer.

Identify Community—Create an inventory of all the resources you have to build a following behind your community effort. A great way to start is to collect lists of contacts from members or supporters of your group. By developing a list of names, addresses, phone numbers and e-mails, you will have the ability to reach out to this community quickly when planning an event or signing a petition. Mailing lists, mass e-mail services and online collaborative tools can make communicating or scheduling meetings even easier.

Consider what established communities or organizations you can engage. Local community groups, chambers of commerce or faith-based organizations can help build momentum for your early learning effort even faster.

Identify Message—Clarify your message or “call to action.” Does your organization fundraise and collect donation from the public? Or is your organization more interested in feedback or event attendance? By having a clear sense of your message and goals, your organization will more effectively engage the public.

Identify Campaign—Community members often need to hear about events or news items several times before they will act or join an early learning effort. Start outreach and communications several weeks or months in advance of a campaign. Build strong local partnerships by communicating with your audience through e-mail, community partners, physical mail, phone calls and an online presence (Facebook and other social media).

WORKING WITH THE MEDIA

Newspapers, magazines and local Web sites are great ways to help get the word out about your early learning organization or event. Thousands of people read these news sources weekly and journalists are always searching for new issues and community projects to cover.

What Makes a Good Story? The stories most likely to be covered are those that highlight timely issues that are relevant to your local community. Ask yourself: *What issues are pressing and unique in my community that are relevant to early learning? What news article did I wish I had read this morning?*

Once you've developed a creative way to present your story, reach out to media. Here are a few tips to increase your chances of having your news item or event covered by the traditional and online media.

1. Establish a relationship before you need something.

Talk to reporters when they're not on deadline (deadlines usually are in the late afternoon) and you're not pitching them an immediate story. Find out what they like to cover, what questions they have about the community, etc. Also, get to know which reporters and editors have young kids.

2. Know your news "competition" and assess the timing of your pitch.

Try to connect to other news happening in your community that's already getting attention from the press, but don't call when there is major breaking news in your community. If you're holding an event, try to make sure it doesn't coincide with another major event in your community.

3. Think local.

Media are always looking for the local angle of a major state, national or international news story. For example, if the U.S. Secretary of Education says research shows that children born to teen moms are more likely to start kindergarten prepared if they receive home visitation support as infants, call your local reporters about your local, top-notch home-visitation program for teen moms. Offer interviews with the executive director, parent coaches and a family.

4. Have a clear news "hook."

What makes the story newsworthy? Why should they do the story now? Knowing the answers to these questions, can help ensure you are only engaging the media when you're ready. (Feel free to contact anyone in the Early Learning Communications Roundtable if you have any questions or want to run your story idea by someone first. We're happy to listen!)

5. Tell your story in 30 seconds or less.

If you made the call, don't make the reporter pull the story out of you. Practice and be prepared before you pick up the phone. Be ready with key details and the contact information for other people key to the story.

6. Offer strong visuals.

Even if they don't do a full story, you might get a great large picture with a caption in the newspaper, or a mention on the evening news with some video. The media LOVES pictures with children.

7. Offer faces and voices.

Reporters often want to talk to more than just the executive director or the program director. They want to hear from parents, child care providers and others who are the beneficiaries of the work, program, funding, etc. Make sure you line up a person or two who would be comfortable talking with the media (or someone you could easily media train) before you make your story pitch.

8. Be persistent ... but don't be a pest.

Getting the word out about your organization or early learning project can be a real challenge. Nurture relationships with reporters, but don't bury them with phone calls or press releases.

SAMPLE STORY IDEAS

- Innovative local early learning projects, programs or initiatives
- The local impact of a national or statewide trend or initiative
- How schools and/or parents in your community are getting children ready for kindergarten
- Upcoming early learning community events
- A personal early learning success story
- Collaboration between one or more organizations, especially if the relationship isn't an expected one

COMPILING A MEDIA LIST

- Make sure your list includes local newspapers, radio and TV stations (mainstream, alternative and ethnic) and online-only media outlets.
- Don't forget neighborhood blogs, parenting blogs, etc.!

SAMPLE PRESS RELEASE

(your logo here)

Media contact:

Contact Name

Phone: (Include Office and Cell)

E-mail:

FOR IMMEDIATE RELEASE

Captivating Headline Here with Verbs in Present (Action) Tense

CITY, STATE – DATE – The opening paragraph should contain the most important elements. You should answer the “who,” “what,” “why,” “where” and “when.” Writing a press release should be like constructing a pyramid, only in reverse: the most important, foundational information is placed at the TOP of the message. This is like the opening of a good story.

Try to keep your paragraphs short and “punchy,” so that the release reads as a good news article would. Keep your release short and to-the-point: 400 words or less. You do not need to tell reporters everything but know that some small newspapers will take press releases and run them as-is in the newspaper. Format your paragraph line spacing at 1.5 lines (as in this example) for ease of reading.

“A quote from an industry expert or leader at your organization is good to include,” says Press Ignite, LLC, an expert in the business of Public Relations and Press Releases. “Breaking quotes up into two parts is a good way to break the monotony and also give more credibility to the words by introducing your speaker and his/her qualifications.”

About (your organization name here)

This area is called the “boilerplate” and it’s generally a one paragraph description about your organization. Be sure to include a “for more information” blurb at the end with either a website address, phone or e-mail contact. If it gets printed, your target audience will easily have direct access to you and your organization.

###

This mark “###” signals “The End” for members of the media.

It means they don’t have to look for any more pages.

USING SOCIAL MEDIA

Social media outlets, such as Facebook, Twitter and YouTube, are great ways to establish meaningful two-way communication with your community and constituents. They also can help generate buzz on an issue and share information about upcoming events and campaigns with your community. These websites are particularly effective at reaching younger parents and child care providers.

Unlike traditional news outlets, social media websites allow you to interact directly with your audience. These tools are free and offer fairly straight-forward implementation, but as with other methods of communication, good preparation is critical to success.



1. **Know your constituency.** Who do you want following you? Figure out which audiences best support your work, and then make sure these people are online and actively using social media.
2. **Develop a social media plan.** Where do you want to develop an online following? How will you use social media? How you will measure your social media success? You will also need a broadcasting protocol that answers questions such as: Who will be posting? What will be posted? When will posts be made?
3. **Create your online presence.** Leading social media outlets (Facebook, Twitter, YouTube, etc.) provide clear implementation instructions and offer helpful FAQs and resources.
4. **Start networking!** No matter the tool, the more connections you make, the easier it will be to get the word out about early learning. The process of making these connections is similar among social media tools, but the names vary. On Facebook, followers may choose to “like” your page, while on Twitter, you have “followers.” On YouTube, people may “subscribe” to your channel.
 - Connect to yourself: You can promote your new social media presence in traditional ways—e-mail, newsletter article, etc.—but don’t forget to include it in your contact areas such as the footer of your Web site, letterhead stationery and e-signature.
 - Connect to others: Link your page to other early learning social media profiles – this is done with a click of a button. Join the Early Learning Community, a free social network resource for families, educators and professionals to connect and discuss early learning. If you're new to the network, introduce yourself to the public in the [new members’ forum](#). All members can contribute [blog posts](#), [send messages](#) to each other, connect with [friends](#), join groups and [post events](#).

5. **Update regularly and keep it simple.** Quality weekly and sometimes daily posts on sites like Twitter and Facebook will keep your fans interested in your organization, and passionate about early learning. Social media can be used to post grant opportunities, upcoming events, short videos from events and links to news articles. You can also pose questions, polls or put out a call for information. Make sure to write your messages in ways that attract attention. Keep them short and simple. Include links to lengthier pieces. Look to others for examples of effective posting styles and techniques. As with nearly everything online, trends shift and change. The best way to keep up to speed is to jump in and get going.
6. **The world is watching.** Consider how you phrase messaging. Be clear and concise. Double check your posts for accuracy and clarity. Once a post is up, it can't be deleted.
7. **Communications is more than social media.** When done well, social media can be a powerful way to share your message and connect with your audience ... but it shouldn't be your organization's entire communications strategy.

Note: Most state legislators have a Facebook page. "Friend" your state legislator and get your members to as well.

MAKING A PRESENTATION

If you are speaking to a community group, it may help to have a polished presentation to highlight your main messages. Use simple slides with compelling information and images to make your case. Then, weave research and data into your spoken remarks.

Know your audience! If you're speaking to a rotary club or a chamber of commerce, emphasize the return on investment data on quality preschool. If you're speaking to a parent group, talk about the emerging brain research on child development.


Make sure you include a “What You Can Do” slide in every presentation. Once you get people excited and engaged ... get them active!

SAMPLE POWERPOINT SLIDES

(Your logo here)

Early learning matters because...


- Learning begins at birth.
- About 85 percent of the human brain develops in the first three years of life.
- Children need nurturing, healthy early learning experiences to prepare for school and life.



(Your logo here)

Early learning matters because...


- There are 2,000 days from when a child is born to when she starts kindergarten
- About half of Washington kids younger than 6 spend time each week with caregivers other than their parents.
- We must ensure children have high-quality early learning experiences no matter where they are.




(Your logo here)

Early learning matters because...

- It's a smart investment.



Graduation
Higher education
Jobs
Community involvement




Remediation
Public safety
Welfare
Incarceration
Special education

(Your logo here)

Early learning matters because...

- We're all responsible for school readiness.
- About 70,000 children start kindergarten in Washington each year.
- Schools, communities and systems need to be ready for children!



RESOURCES

Stay informed about the early learning landscape in our state and around the nation:

WASHINGTON STATE

Child Care Resources (King County) gives every child a great start by advocating for and working directly with families, caregivers and child care providers to improve the quality of child care and early learning experiences. CCR offers personalized guidance and referrals in several languages to families of all incomes; supports informal caregivers; and provides professional development and free or low-cost resources for providers. CCR reaches more than 2,000 providers and fields approximately 17,000 calls from families annually. www.childcare.org

Children's Alliance is a statewide, nonpartisan child advocacy organization. We protect kids by changing laws. We serve kids by making sure programs and policies work. We put kids first by securing resources. We advocate for kids by holding lawmakers accountable. www.childrensalliance.org

Children's Home Society of Washington (CHSW) provides exceptional programs and services to support children in need and strengthen families in 30 sites across the state. CHSW programs are shaped by over 100 years of experience, a strong mission, and a commitment to meeting the changing needs of families in today's complex world. CHSW works to find best solution for all the children it serves, supporting them when they remain with their biological families or when they must leave home. CHSW's core services include: adoption, early learning, out-of-home/foster care, family support, child and family counseling, and advocacy. www.childrenshomesociety.org

Council for Children and Families (CCF) was the first state agency in the nation created solely to prevent child abuse and neglect. From parent support groups that reduce social isolation to

programs that teach fathers about child development, the council focuses on initiatives that strengthen families and encourage, safe nurturing home environments. CCF is funded by the state's general fund, the federal Community Based Child Abuse Prevention program, the Children's Trust Fund and private donations. www.ccf.wa.gov

Early Learning Public Library Partnership brings together public libraries throughout the state to strengthen the ability of public libraries to fully participate in the advancement of early learning in Washington state. www.earlylearning.org/about-us/early-learning-public-library-partnership

Fight Crime: Invest in Kids Washington is an anti-crime organization of more than 5,000 police chiefs, sheriffs, prosecutors, other law enforcement leaders and violence survivors nationwide, including more than 200 in Washington, that believe the best way to prevent crime is to give kids the right start in life. (State chapter of national organization) www.fightcrime.org/wa/index.php

First 5 FUNDamentals of Pierce County joins with childcare professionals, school districts, local governments and business leaders to dramatically improve early childhood readiness. This group identifies evidence-based programs and system reforms that will help to ensure school readiness for Pierce County's children. www.first5fundamentals.com

Foundation for Early Learning is dedicated to advancing early learning across Washington state through community coalition building, strategic grant making, resources sharing, technical assistance and organizational partnerships focused on issues affecting our youngest children. www.earlylearning.org

League of Education Voters is a grassroots, statewide nonprofit organization dedicated to engaging ordinary citizens, educators, policymakers and the media in the effort to provide a quality education for all students in Washington state from early learning through higher education. www.educationvoters.org

Office of Superintendent of Public Instruction is the primary agency charged with overseeing K-12 education in Washington. The agency works closely with school districts and other early learning partners on numerous issues that affect children in the elementary grades. Current prominent initiatives include partnering on the kindergarten readiness project, and overseeing the full-day kindergarten and K-3 demonstration projects authorized by the Legislature, as well as providing special support to the Bremerton School District as it implements its all-day kindergarten program (known as the “Lighthouse” project). www.k12.wa.us

Ready by Five is an early learning program designed to strengthen learning opportunities in East Yakima for families and their children from birth to age five, so that they will enter kindergarten ready for success at school. By surrounding children with high-quality early learning environments that develop their potential and creativity, children will enter kindergarten ready for success at school and in life. Ready by Five is one of two Thrive by Five Washington Demonstration Communities that serve as models for early learning statewide. www.readybyfive.org

Thrive by Five Washington is the state’s nonprofit public-private partnership for early learning, working statewide to bring together public and private partners to advance the healthy development and learning of children ages birth to 5, so that all children are prepared to succeed in school and thrive in life. Thrive works closely with the Washington State Department of Early Learning on key early learning efforts in Washington state including the development of a statewide early learning plan; Seeds to Success, the state’s voluntary quality rating and improvement

system; kindergarten readiness inventory; and many other projects and initiatives. Thrive also helps raise public awareness about the importance of early learning. www.thrivebyfivewa.org

United Ways of Washington represents the 27 local United Ways in Washington, and its primary mission is to assist and benefit United Way member organizations on matters of regional and statewide significance and to help United Way member organizations accomplish their mission of helping people care for one another in their communities. www.unitedway-wa.org/index.html

Washington Association for the Education of Young Children (WAEYC) is the professional association for those working with children ages birth through 8 years old in Washington. WAEYC has 14 local Affiliate Chapters and almost 2,000 members throughout the state. www.waeyc.org

Washington State Child Care Resource & Referral Network supports families and caregivers, shapes policy and builds communities that promote the learning and development of children and youth throughout Washington state through a strong statewide network of 11 local child care resource and referral programs. www.childcarenet.org

Washington State Department of Early Learning is the cabinet-level state agency charged with coordinating and building a statewide early learning system that prepares all Washington children for school and life. DEL oversees child care licensing statewide; the Early Childhood Education and Assistance Program (ECEAP), a comprehensive preschool program for low-income families; subsidies for low-income families to pay for child care while working, looking for work, or in training; and coordination of a professional development system for early care and education professionals. www.del.wa.gov

White Center Early Learning Initiative (WCELI) is a partnership of community members and public and private organizations working to create integrated and accessible child development

and family support services for the White Center community in Seattle. Services and programs include Puget Sound Educational Service District's Educare Center for children birth to 5, the first in Washington state; education for licensed and informal child care and early learning providers; and nurse home visits and birth and outreach doula programs for pregnant women and new mothers. WCELI is one of two Thrive by Five Washington Demonstration Communities that serve as models for early learning statewide.

www.wceli.org

NATIONAL

The Bounce Learning Network is a growing consortium of Educare schools across the country. The Network was created in 2000 when the Buffett Early Childhood Fund and the Ounce of Prevention Fund joined forces to work with local public and private partners in communities to establish Educare schools, a national model for high-quality early childhood education and care.

<http://educarecenters.org/>

Child Care & Early Education Research Connections is a comprehensive, up-to-date, and easy-to-use collection of more than 14,000 resources from the many disciplines related to child care and early education.

www.childcareresearch.org

Families and Work Institute is a nonprofit, nonpartisan research organization that studies the changing workforce, the changing workplace, the changing family and the changing community.

www.familiesandwork.org

MomsRising works to bring important motherhood and family issues to the forefront of

the country's awareness. The national organization, with a chapter in Washington state, works to create both cultural and legislative change.

www.momsrising.org

National Association of Child Care Resource & Referral Agencies works with more than 700 state and local Child Care Resource and Referral agencies nationwide to help families find high-quality, affordable child care. www.naccrra.org

National Child Care Information and Technical Assistance Center is a service of the federal Child Care Bureau, offering child care data and technical assistance to states and stakeholders.

<http://nccic.acf.hhs.gov>

National Institute for Early Education Research conducts and communicates research to support high quality, effective, early childhood education for all young children. Produces annual State of Preschool report each spring.

www.nieer.org

State Early Childhood Policy Technical Assistance Network is a network of experts (researchers, consultants, policy makers, and practitioners) on early childhood issues available to help state decision makers (governors and their staff, legislators and their staff, and agency heads) design early childhood policies.

www.finebynine.org

U.S. Department of Health and Human Services Administration for Children & Families funds and regulates family assistance, child support, child care, Head Start, child welfare and other programs relating to children and families. www.acf.hhs.gov

EARLY LEARNING COMMUNICATIONS ROUNDTABLE

Name	Organization	Phone	E-mail
Elizabeth Benedict	Child Care Resources	(206) 329-1011 x 233	benedict@childcare.org
Liz Gillespie	Children's Alliance	(206) 324-0340 x 18	liz@childrensalliance.org
Danny Howe Kelly Bray	Children's Home Society	(206) 695-3200	dannyh@chs-wa.org kellyb@chs-wa.org
Chris Jamieson	Council for Children & Families	(206) 389-2412	chris@ccf.wa.gov
Kelly Phanco	First 5 FUNdamentals of Pierce County	(253) 597-6232	kellyp@uwpc.org
Joel Ballezza	Foundation for Early Learning	(206) 525-4801 x25	Joel@earlylearning.org
Michael Itti	League of Education Voters	(206) 728-6448 ext. 16	Michael@educationvoters.org
Sarah Francis	MomsRising	(206) 618-0612	sarah@momsrising.org
Nathan Olson	Office of Superintendent of Public Instruction	(360) 725-6015	Nathan.olson@k12.wa.us
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